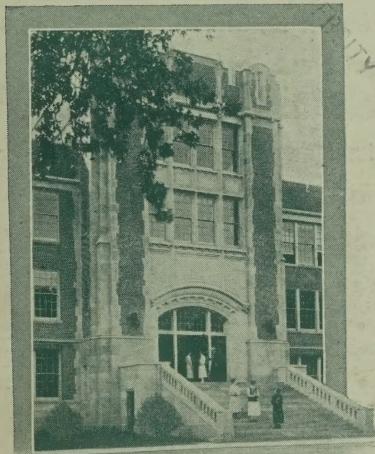


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THE WINONA TEACHERS COLLEGE BULLETIN

STUDENT LIFE NUMBER



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APR 14 1931

*Our latch string is always out to
worthy young men and women*

All of us know something of the spiritual value of an Alma Mater, of memories, associations, and symbols to which we can recur for the revival of fellowship and the ideals of youth. If we ever have noble ideals it is when we are young. It seems, then, that every one ought to have an Alma Mater, that this should be enshrined within him by friendship, beauty, ceremony, and high aims, and that these should be renewed by revisiting the academic scene at occasional festivals.

Adapted from Charles Horton Cooley

© you youths, Western youths,
So impatient, full of action, full of manly
pride and friendship,
Plain I see you, Western youths, see you
tramping with the foremost,
Pioneers! © pioneers!

—WHITMAN

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Winona, Minnesota

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Student Life at the Winona Teachers College

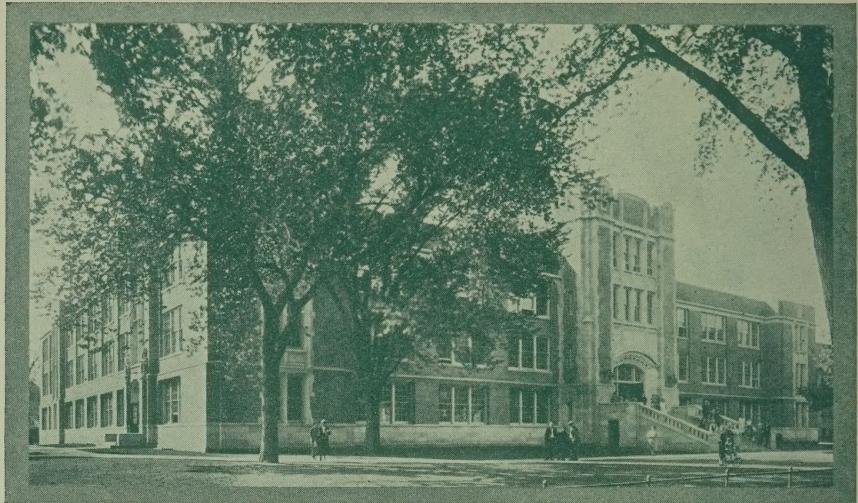
WINONA, the fourth city in size in the state, is in the southern part of the long, deep valley that is cut among the hills by the Mississippi River. Owing its early growth to the lumber industry, which later vanished, it retained its place thru trade, manufacturing, and colleges. A natural gateway to the **Winona** East and the West, it has the culture of one and the **Beautiful** spirit of the other. In the beauty of natural surroundings of hills, river, and lake, it is known far and wide. It has its name from Indian legend.

Legend of Wenonah

Wenonah was the daughter of Wabasha, chief of the tribe which had a village named Keoxa, standing between the Great River, Gitchee Seebee, and the blue water we call Lake Winona. Wenonah, whose name means "first born daughter," was so beautiful that she was often called "wild rose of the prairie." Duluth, a hunter, played his reed-flute to her and won her heart. But her father and brothers favored another suitor, a terrible warrior named Tamdoka, who was wealthy. Time went on, and the tribe paddled canoes up Lake Pepin many miles to a place where they could find clay for making pottery. Here Tamdoka again pressed his suit so that the father set the wedding day and prepared a great feast. Wenonah, in despair, climbed to the top of a high rock, where she was seen singing her death dirge. Her people below, realizing her purpose, hastened to stop her, the swift Tamkoda leading them all. Before they reached the cliff, however, Wenonah had disappeared in the dark water below. Ever since, the place is known as Maiden Rock or Lover's Leap.

The Winona State Teachers College, founded in 1858, and opened in 1860, is the oldest in the Northwest, Minnesota being the





NEW COLLEGE HALL

eighth state to establish normal schools. Thru the work and personality of several presidents and thousands of purposeful students, it has built up a remarkable record of integrity, worth, and traditions

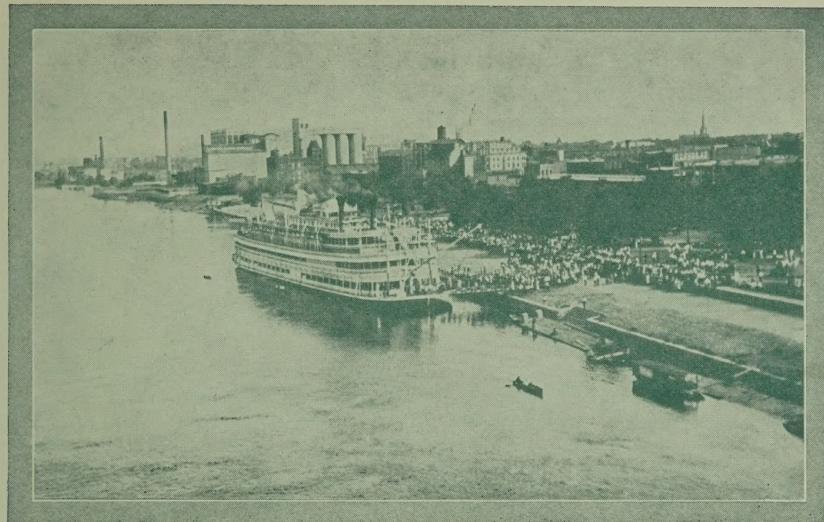
that belong only to an institution that has endured **Age, Fame, and Traditions** for many years. The school has passed its sixty-fourth anniversary. It has a national reputation; its graduates meet each other in the remotest parts of the country. Thru association and cooperation in their work, the faculty and the students think of themselves as a "family," a word which has come naturally often to be used to refer to the members of the school.

The school has developed from a single frame building used in 1860 to a large plant of six buildings and an athletic field two blocks distant. To the main building, occupied in **Buildings and Campus** 1869, a steady growth had added: two wings in 1894; a library building in 1907; Morey Hall in 1909; the elementary school building in 1910, and Shepard Hall in 1919.

On December 3, 1922, after fifty-four years of service for 10,000 students, the fine old main building was totally destroyed by fire.

On the site of the "old main" the new "College Hall" **The New College Hall** has been built at a cost of \$632,000. Here in "College Hall" are housed the offices, the auditorium for 1000, the college gymnasium, the laboratories, class rooms, shops and studios for all departments, provided with the best equipment to be found. The building is fireproof and conforms to all modern standards of sunlight, fresh air, sanitation, cleanliness, and convenience.

To delightful architectural features provided in the building, a generous donor, Mr. Paul Watkins, has added fine art treasures in sculpture, painting, and engraving. Alumni and other friends have provided a beautiful pipe organ costing \$30,000.



THE ANNUAL COLLEGE EXCURSION ON THE MISSISSIPPI RIVER

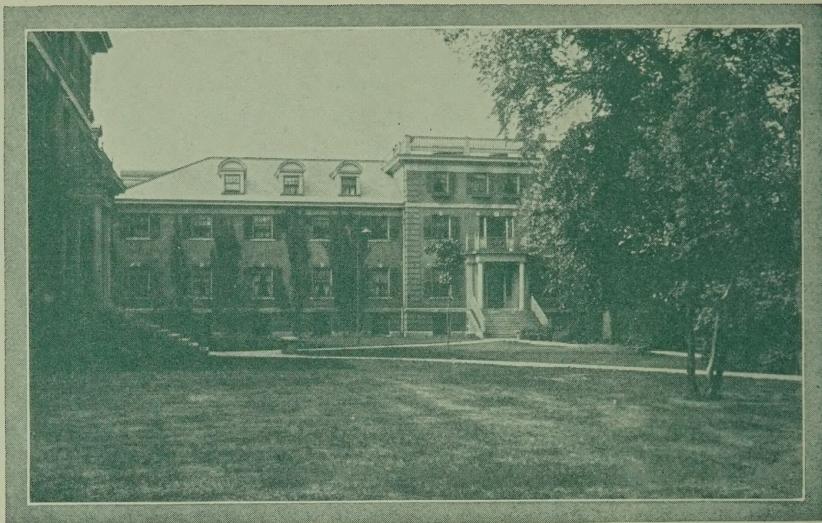
The athletic field was acquired in 1920. Garvin Heights, a noble rocky bluff, one mile distant, overlooking Lake Winona, was a gift for the use of the College from a generous citizen of Winona. A spirit of progress actuates the authorities and the State Legislature to make the material equipment of the school keep pace with its growing needs.

The Student and His Work

The fine statement of Principal Phelps, the head of the school upon its reopening after the Civil War, that the institution "aims directly at the development of all that pertains to a noble and symmetrical manhood and womanhood," rings true today. A student's life, which is real life, is three fold: it develops him in work, in citizenship, and in comradeship and social adjustment. A teachers college, with a large plant, hundreds of students, and a large faculty, is a community with many diversified interests as truly as is a university or a city. Just as in the city, the main occupation is work. The curriculum contains two score courses, affording a wide choice for specialization in many lines of life effort. The general curriculum may be pursued for its broad educational values alone, or it may be pursued for these and also as preparation for teaching. The junior college course is similar to that offered in colleges. The work of a student should be the center of his interests and his activities. Scholarship has always been in high repute in this school. To that end, study hours are maintained, and the library and study-room help to make study easy and pleasant.

Student Life **Threefold** **Work, the Center of Activity**

When a student enters the college, or before he arrives, he chooses from the various curriculums the one he wants. Most stu-



SHEPARD HALL AND MOREY HALL ARE BEAUTIFUL HOMES FOR YOUNG WOMEN

dents who are preparing themselves to teach in the graded schools, choose the general curriculum, the variety of work being great enough to enable a student to prepare for teaching in lower,

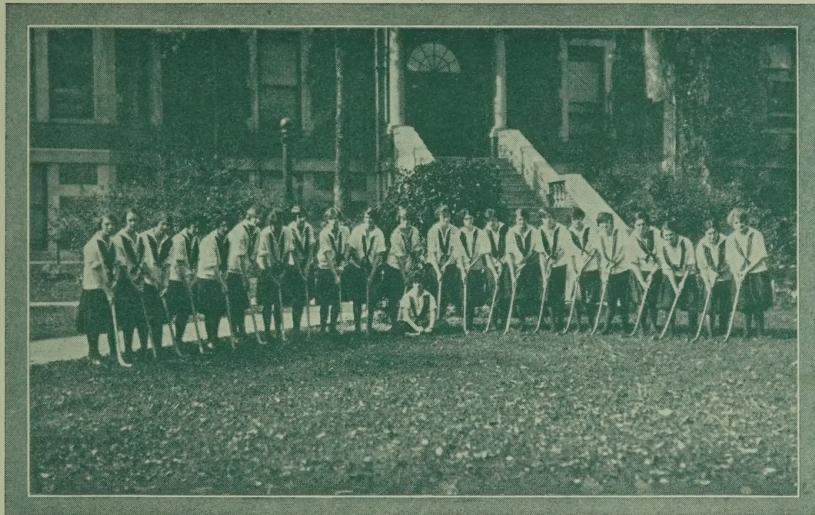
General Curriculum middle, or upper grades. By proper selection of electives a student may prepare himself to do departmental teaching in a given subject, such as history, geography, mathematics, or English. This general curriculum usually takes two years, or six terms, to complete and leads to a diploma which becomes a life license to teach. Two additional years of work, leading to the degree "Bachelor of Education", are provided for those who wish to become supervisors, training teachers, and leaders in other fields of education.

Students may choose to take a special group of studies relating to a certain subject, such as kindergarten-primary, manual training, music, physical education, or rural education. The teachers in the

Special Curriculums Teachers College are specialists in their lines. Besides giving the subjects in the general curriculum, they teach various technical aspects of these, which make up the special curriculums. Holders of the diploma in manual training, music, and physical education are qualified to teach in the state graded and junior high schools, and in the senior high schools.

The kindergarten department is known thruout the country because of teachers who have been associated with it, and the excellence of the work. It was started during the presidency of

Kindergarten Well Known Dr. Irwin Shepard as a "pedagogical experiment," and was the first kindergarten in the public schools of Minnesota. That the course attracts students of special ability is shown by the excellent work of the Kindergarten Club. Students taking this course should be



THE INTERCLASS HOCKEY GAMES GIVE RISE TO A GREAT DEAL OF ENTHUSIASM

interested in little children and be able to sing and to play simple piano music.

Manual Training For those who delight in the creation of handwork the special course in manual training affords a fine field of effort. Young men graduates from this course are in demand for grade and high school teaching.

Another special course that has become traditional for excellence, and affords attractive expression and study for artists, is the **The Music Curriculum** course in music. This work has been especially well taught by appreciative and finely skilled teachers, and the work of the music clubs, such as the Mendelssohn which has held a coveted place in the school and community for twenty-five years, is well known.

In these days of stress upon hygiene and health the newly reorganized course in physical education has become exceedingly significant. This department provides expert teachers for **Physical Education** women and for men, a school nurse, and other teachers of special subjects. A new state law makes physical education and health instruction a part of the program of every public school. This course is justly winning students of ability to prepare adequately for this new work in Minnesota.

A course that is popular because it meets a great need in the state, is that in rural education, which has come to be one of the most effective departments in the school. With its **Rural School Work** nine associated rural schools which serve as practice and experiment schools, it is unique in the state. The remarkable work of the Country Life Club speaks volumes of the vitality and interest of the many students that pursue this work.



A Four-year Course at Winona

A four-year curriculum in education is now offered and leads to the degree "Bachelor of Education."

This four-year course is necessitated by the call of many cities for teachers with four years of professional training. It is necessitated by the recent scientific movement in education which requires instructors who are familiar with skillful methods of teaching, educational measurements, and health work. The full course insures a superior quality of entering students, tends to encourage teachers to climb higher in their calling, and helps to make teaching a more stable and properly recognized profession. It meets the new pay roll plan of "equal salaries for equal service to all teachers of equivalent training, experience, and success." It retains the more ambitious and competent students in the college where they have developed loyalty and ability, a fact which works to the advantage of the students and the institution.

A special circular covering the details of the four-year program is available at the office of the college.

Certain courses of the regular curriculum together with certain electives for students who wish to become departmental or junior high school teachers largely parallel the usual liberal arts work of the freshman and sophomore college years. Thus the student may carry sixteen hours of recitation per week for each term or quarter, or ninety-six quarter hours during the two years, and transfer this academic record to university or professional school.

Student Life in College Organizations

We have so far considered the student in his work. Upon that he must place the main emphasis. If he did not chose to do this the scholarship committee would necessarily "investigate his record." His scholastic standing is, therefore, his first aim, but not the only one. If he were only a "grind" he would miss many of



The Student Trains for Citizenship the opportunities for growth and preparation for citizenship that the varied life of the college affords. Limited by the "point system" from indulging in too many extra-class activities, the wise student selects the ones that mean the most to him and takes part in them to his heart's content and his great benefit. Referring to the point system rules, one finds no less than a score of activities listed with points ranging from one to twenty, according to the time required by the activity.

Intelligent participation in these activities develops in the student a knowledge of citizenship that will carry over into his life-work. He learns how to do things, to win approval or disapproval among his classmates, to know what he can do best, to cooperate. He also learns to recognize abilities in others and to discern signs of instability.

The college then becomes a little world in which the student learns the larger world in a real way. He acquires self-reliance.

A Real Little World He develops capacity for enthusiasm and leadership in such a way as to enable him and others to estimate his ability to assume definite duties in world affairs.

Moreover, he is doing something for others, for his college, and so learns the beauty of service and loyalty.

Hence he should have a wide range in selecting his "outside" activities. If he likes class leadership, the class offices attract him; if he craves a wide audience for his speeches, debate and public speaking are his interests; if he has a facile pen, **How He Chooses** the Winonan finds him on its staff writing articles and editorials that may be read by the students and by the family circle at home; if his interests lie in athletics, music, dramatics, business management of publications like The Wenonah, he selects one or more of those activities.

Opportunities in a teachers college are greater, in proportion to the size of the institution, than they are in universities. The technical societies — Manual Training Club, Kindergarten Club, and others — invite the student to careful study along lines of his special



THE ELEMENTARY SCHOOL AFFORDS OPPORTUNITY FOR PRACTICAL TEACHING AND STUDY
OF MODERN METHODS

work in school. The Press Club, whose aim is the study of journalism and the publication of the school paper, is a technical club that has a fascinating field. The Country Life Club, the Wenonah Players, Mason Music Club, and the Men's Club, are others that justify longevity by their excellent work.

Student Life in Social Affairs

In social ways, too, the student further discovers himself, and prepares for leadership in the community where he may make his home. The social life here is an exceedingly bright side. A **Social Life** social committee, headed by the Dean of Women, plans many delightful entertainments during the year. Great occasions, such as Hallowe'en and Thanksgiving, are given their special honors. Some parties are given by the school; many others, by the different school organizations. In these the students take initiative and express originality in surprising and happy ways.

Four dormitories also afford opportunities for leadership in the refined surroundings found in these student-homes.

In all these affairs students have intimate friendships with, and cooperation of, members of the faculty, including the President, whose democracy and interest are rarely equalled in the **Ideals Grow** executive head of an institution.

This relationship, which is one of the great advantages of a small college over a very large one, is a feature of which the Winona Teachers College is proud. In thus cooperating with the faculty, the students are helping continually to preserve and per-





THE 1924-25 BASKETBALL TEAM, RUNNERS UP FOR CONFERENCE CHAMPIONSHIP

fect the ideals of the school. Just as the beautiful branches of coral are made of parts of tiny bodies of an infinite number of sea animals, so the ideals possessed by the institution are the result of the work and service of hundreds of fine teachers and thousands of students who have for sixty-five years frequented the halls of these buildings. Hence, tho these traditions are hallowed by the work of many who have gone, yet they may be shaped, as well as preserved, by those who are here now and by those who will come. The ideals of the College should reflect the spirit of a changing world.

Student Life in Athletics

Athletics, more than any other extra-class activity, wins the whole-hearted support of the members of the college. Thru spirited mass meetings that precede the critical games, and the thrill of great colorful scenes at the field, the enthusiasm **A Unifying Force** breaks over in songs and cheers. In no other way is school unity so splendidly developed. Thru football, basket ball, and track meets, the whole college watches with eager eyes and quickened hearts the burst of speed or cleverness of the individual player, or the finished teamwork of a trained group. The "fine frenzy" of a crowd in such a great moment is worth more to stimulate and crystallize institutional loyalty than any deliberate teaching.

Athletics is provided for all, both in formal work and in play. The addition of Physical and Health Education has done much to keep in every student's mind the ideal of health and **Athletics for All** physical fitness. A trained coach for women and one for men give their entire time to coaching and teaching, and their work is supplemented by that of assistants. A coveted "W" won in hiking, skating, track, or in any of the formal games, and presented in assembly hour is a badge of honor.



THE LIBRARY AND EAST LAWN

Athletics is the young man's court of honor. Here he develops leadership, fair dealing, and loyalty. The standard of honor is high. A breach of training condemns an athlete in **A Court of Honor** the eyes of the school. One student said, "When a fellow plays football, it doesn't take long to find out what kind of a fellow he is." The marks that distinguish the athlete are the marks by which the world knows him later on.

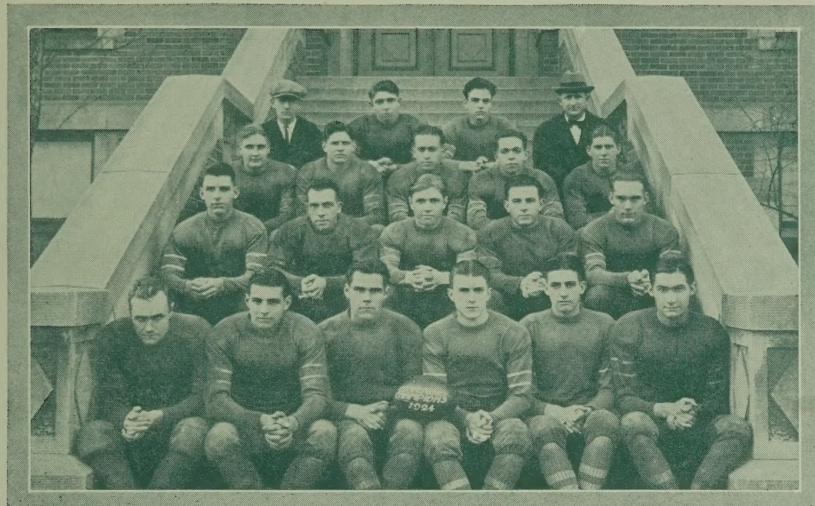
A college becomes known by the way it plays its games. The Winona Teachers College plays cleanly and strenuously. Faculty and students love a fairly fought contest and they support their teams in a fine spirit of generous enthusiasm.

Excellent teachers, three gymnasiums, and detailed equipment of swimming pools, shower baths, lockers, and other essentials are furnished. The athletic field is within three **Good Equipment** blocks of the main buildings. Tennis courts and playgrounds on the lawns, and skating on Lake Winona add further toward making athletics possible for all members of the school.

The Demand for Teachers

Teaching is a real opportunity today. The public has come to realize the necessity of keeping the schools up to **Teaching, an Opportunity** standard. The only way to do this is to pay salaries that will attract competent teachers. Everywhere teachers and superintendents are getting the finest kind of recog-





THE VICTORIOUS 1924 FOOTBALL TEAM, UNDEFEATED IN SEVEN GAMES

nition. Hence, teaching is a vocation worthy of the best graduates of the high schools in the state. Those who train themselves now for teaching will be ready to fill positions which are calling for capable young men and women.

The shortage of fully trained teachers will continue for a long time. The Minnesota teachers colleges in 1925 graduated only 800 teachers when the graded schools alone needed 900.

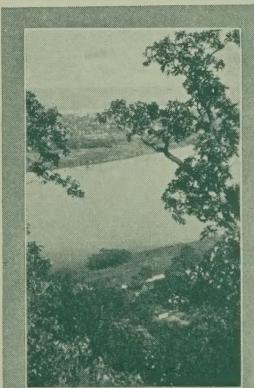
Supply and Salaries The Winona Teachers College has many calls to fill special positions for which it has no one qualified.

The average salary per month received by the graduates of June and July, 1925, was \$110. The average for those who were graduated after previous independent experience was \$125. indicating that salaries for teachers are not falling to any extent.

Any one who has industry, humor, ability to hold interest, desire to impart knowledge, justice, firmness, good voice, and personality, may succeed in educational work. Many ad-

Reasons for Teaching vantages come to the teacher. Some of them are free training, association with delightful young people, pleasant work in convenient hours, assurance of position, high initial and increasing pay, opportunity for intellectual growth, and service unequalled by any other occupation. Teaching may be used as a stepping-stone to some other pursuit, or it may be a life vocation.

Why not enter the Teachers College and prepare for this great work?





A MOMENT OF SUSPENSE AT A FOOTBALL GAME; GARVIN HEIGHTS IN THE DISTANCE

College Traditions

The traditions of this college are the rites, beliefs, and customs that have been transmitted from three score years of history. In a growing and changing institution they must come and go. New ones take the place of old. In a college so unified as this the traditions are, as a rule, not superficial, but centered in the life of the institution. Hence, even members of the college may accept precedents without identifying them as traditions or being mindful of their origin and significance.

One of the old and vital traditions is found in the simplicity of chapel exercises whose unifying influence is responsible for much of the professional spirit and idealism with which each graduate is touched. For in the chapel exercises every one takes part, life-lessons are taught thru talks, music,

Daily and readings, and culture is gained from cooperation, consideration of others, and reverence. Here everything is intended to be done with finish and decorum. Announcements by students and faculty are made in the right way, many of them affording practice in the short talk with directness, grace, and often with cleverness.

Traditions which are so much a part of the life of the college do not often show their origin and meaning. Hence the high standards of conduct



SINGING AND CHEERING, SKILFULLY DIRECTED, HELP WIN GAMES



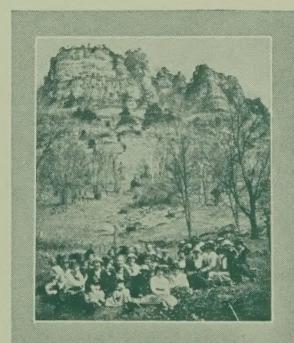
A GLIMPSE OF THE SPRING FESTIVAL — AN ALL COLLEGE OUTDOOR EVENT

and scholarship which prevail do not reveal the influence of many scholars and fine personalities who have been leaders in the college in past years. Of this kind, too, are the rules regulating study hours, student government in the homes for young women, the modified student government in the school rooms, the ideals of personal hygiene, the standards of sportsmanship in athletics, and the plan of appointing class officers whose devotion and skill make them able to conduct a class in the teacher's absence.

More obvious traditions are the annual May festival, the summer river excursion to La Crosse or to the upper scenic beauties of the Mississippi, the autumn faculty reception to members of the college, and an open appreciation of the wonders in natural surroundings of Winona, including the beautiful views from Garvin Heights, the Birch Trail, the Soldiers Cap, and the precipitous bold cliff called Castle Rock on the Wisconsin side. To many of these points of interest the geography and science classes make piloted trips in the more pleasant seasons.

Student organizations, in which the college is especially rich, also have their traditional activities. The Mendelssohn Club concert, the Kindergarten Club party, the Y.W.C.A. Friendship Day, and the festivities relating to Christmas are to be remembered. The senior annual, an artistic souvenir book called *The Wenonah*, has been issued for many years. The senior class memorial gift to the college has a history dating from 1885.

In lighter vein may be mentioned the annual sale at the halls of used brooms,





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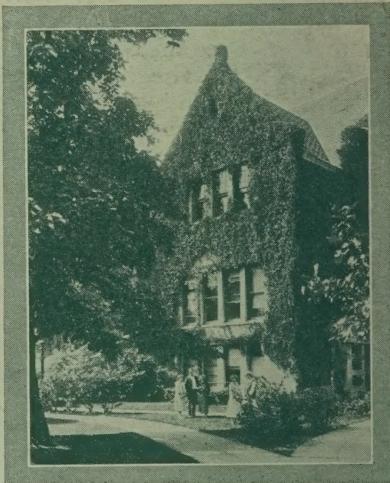
BAND SHELL, LAKE WINONA, SUGAR LOAF IN THE DISTANCE



**Spirit
of the
College**

dustpans, inkwells, clothes hangers, and many other possessions used in the dormitory rooms. Another tradition is the cleaning of the coffee-pot used by the young women on their Saturday breakfasts across Lake Winona. These many ceremonies tend to smooth

the easy running machinery of the college. They have their values as habits have for individuals; they are invaluable in preserving the atmosphere and in helping to keep alive the usages of the past, a past which is at once "a history and a metamorphosis" and is significant of the work of many people whose ideals have helped to create the spirit of the college.

A CORNER OF THE LIBRARY, WHEN THE IVY WAS
RED FROM FROST